

# The National Association of Corporation Schools

## Bulletin

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### **MEMBERS INVITED TO CO-OPERATE WITH COMMITTEES**

In this issue of the Bulletin will be found the report of the sub-committee to the Executive Committee, submitting a plan which embraces the activities of our Association, through its various Committees, prior to the third annual convention of our Association.

The Executive Committee desires to call attention of all members of our Association to the fact that suggestions to the Chairmen of the various Committees, along the lines of their activities, are desirable. The work of Committees will be most effective when advised of the desires of the members of our Association. In other words, the Committees wish to do what our members believe would be of greatest value to them in their educational work, but the Committees cannot know just what would be of greatest benefit unless the members express themselves and send suggestions. It is therefore earnestly hoped that every member of our Association will enter actively into the constructive work planned to be done prior to our third annual convention.

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### **PSYCHOLOGY AND INDUSTRIAL EFFICIENCY**

In the introduction to his book on "Psychology and Industrial Efficiency" Dr. Hugo Munsterberg says:

"Our aim is to sketch the outlines of a new science which is to intermediate between the modern laboratory psychology and the problems of economics: the psychological experiment is systematically to be placed at the service of commerce and industry. So far we have only scattered beginnings of the new doctrine, only tentative efforts and disconnected attempts which have started, sometimes in economic, and sometimes in psycho-

logical quarters. The time when an exact psychology of business life will be presented as a closed and perfected system lies very far distant."

It is interesting to note, however, that steady progress is being made in the application of psychology to industry. But it is well enough to observe the note of caution sounded by this leading scientist and not to assume that we are, at the present time, enjoying the full fruits of all that psychology can promise as an industrial aid.

### WHAT BIG BUSINESS OWES THE PUBLIC

Mr. George B. Cortelyou, formerly Secretary of the Treasury, now president of the Consolidated Gas Company of New York, in an authorized interview printed in *Printers' Ink* under date of August 13th, discusses the attitude of large corporations toward the public. Mr. Cortelyou discussed the position of a corporation in the middle west which found itself suddenly and sharply attacked in the newspapers.

"The onslaught was unjust and uncalled for. But its force and effect were none the less severe. It (the press) came out with impressive headlines, launched like a thunderbolt. The officials of the company took quick counsel among themselves. Almost immediately a message went to New York over 'long distance,' summoning an advertising expert by first train.

"His mission was 'to present the company's side,' to 'tell its story.' Under his guidance there were no heated, protesting denials in the form of interviews from president, vice-president or general manager, but pages and half pages of display advertising quickly following each other—simple, convincing facts. In not one of these advertisements was there a word of bitterness or of controversy. The company simply made plain what it was doing and what it planned to do. It set forth its resources and its limitations. Each advertisement showed out as prominently and as effectively as any article of the attack—for the first broadside was followed by others."

Asked for his views on this subject, Mr. Cortelyou first told the story above. Then he quietly added:

"They did the next best thing."

These six words gave the keynote.

"The next best thing," the gas company executive went on, in his frank, unaffected way, "the attack having been made, was at once to deal candidly with the people, to put the corporation's position so simply and plainly that they would read and understand it.

"The best thing would have been for the company itself to

have made the first impression. Then any attack that came would have had much less force. If you or any one knows anything about a man and you hear charges or accusations against him, they are apt to carry much greater weight than if you know him favorably and are familiar with his record. It is the same with corporations as with men.

"In the case I have mentioned this company in the West turned the tide of criticism and public opinion in its favor. It had right on its side and its series of advertisements finally brought people over. But it was done against a heavy handicap. The people of that city had never been told the good things the company had steadily been doing. It took time for these to be realized, especially as the tendency was to be prejudiced the other way. The fault was that the people and the gas company had never been 'made acquainted.'

"The idea to-day of the big corporation, especially the company that comes very close to the people from the very nature of its product and is practically a part of their lives, is very different from that of even a few years ago.

"I have spoken of the 'first impression.' It is more important that a corporation shall have made a definite impression. It must be thought of, not casually, but frequently, by the public, and this impression must be a favorable one. Then, if attacks do come, there is no need of the company justifying itself. The impression made will go a long ways in weakening such attacks if they come, and in smoothing away any dissatisfaction. Such troubles and difficulties as may arise from day to day are much easier to handle, too.

"What a few years ago, in many cases, was a hidden power, big, bulky and mysterious, is now the reverse. It is personalized and humanized. The men at its head are known. Is there any question of the handicap in a corporation's favor, rather than against it, under such conditions as these?

"But it is not enough to create merely a general good impression of a company. That is only the first step. Next comes the building up of friendly relations. This is getting the public acquainted with what you are doing. The frankest possible dealing with the people in thorough publicity campaigns is the way this is accomplished—educating them in an interesting way in your field. You first make it plain what your company's service is and how it operates to give this service, generally, clearly, in a very few words, so that the facts stand out. After this comes the time to announce the big features, and every now and again there will be something new to tell about.

"If a corporation does not lay such a foundation and does not present its personality in a favorable light, exactly as it is and as it wants to be considered, then when need comes it must hurriedly build itself up in the public's mind—not an impossible matter, of course, but much more difficult. There is no comparison between the two methods. Both have the same end, but

one is a sharp defense that has the element of danger and risk in it—though no well-planned advertising campaign, even at such a juncture, is apt to fail; the other has the strong position, no matter what may come 'up.'"

Consolidated Gas was one of the first corporations to join The National Association of Corporation Schools and Mr. Cortelyou was one of the first to champion better industrial education as a means of promoting the welfare of the citizens of the United States. Corporations are gradually coming to see that they must build up an organization competent to render service to the public that will be of high character and in every way satisfactory. Big business is beginning to realize the value of good service. Trained employees have been taught that courtesy is one of the greatest business assets; employees who have had opened for them the straight road to success are necessary in gaining and holding good will. Employees of corporations which are doing all in their power to develop individual efficiency; to encourage thrift; to render to the public what is the public's right; to make their organizations assets to the community; to have their home city feel a justifiable pride in the fact that the corporation is located in that city; must feel an interest and pride in their daily work. When this has been done, to convey in a modest, intelligent but forceful manner these facts to the public is to eliminate misunderstanding, harsh criticisms and unjust antagonism.

Mr. Cortelyou has well defined a policy that can be adopted with profit by every large corporation and more especially those of public service character.

The public after all is fair, if it understands, and if the public does not understand, and because of this fact misjudges a corporation and unjustly criticizes, the corporation is at least in part to blame because it has neglected to make its policies known. At Washington, and elsewhere, there are evidences that the public is beginning to realize there is no crime in being connected with industries which are conducted on a large scale; that many economies can be effected; that large corporations can be made more effective than many smaller ones. Most corporations have taken the public into their confidence. As a matter of fact, the public own the corporations, their stockholders are to be found almost everywhere. There has been only small justification for complaint on the part of the public, but there has been misunderstanding; there has been an unwillingness on the part of large corporations to take the public into their confidence. This attitude



has opened a fertile field to agitators. Mr. Cortelyou has plainly indicated a new and better policy. THE BULLETIN believes its value will be quickly comprehended and its adoption general.

### THE PROBLEM OF EDUCATION

The uneducated man cannot realize the value of working for the ultimate rather than the immediate reward. He is unable to appreciate the law of compensation because of lack of education. The great psychological law as laid down by William James does not apply in his case because he has known but little of the truth. James says:

"No truth, however abstract, is ever perceived, that will not probably at some time influence our earthly action. You must remember that, when I talk of action here, I mean action in the widest sense. I mean speech, I mean writing, I mean yeses and noes, and tendencies 'from' things and tendencies 'toward' things, and emotional determinations; and I mean them in the future as well as in the immediate present. As I talk here, and you listen, it might seem as if no action followed. You might call it a purely theoretic process, with no practical result. But it must have a practical result. It cannot take place at all and leave your conduct unaffected. If not to-day, then on some far future day, you will answer some question differently by reason of what you are thinking now. Some of you will be led by my words into new veins of inquiry, into reading special books. These will develop your opinion, whether for or against. That opinion will in turn be expressed, will receive criticism from others in your environment, and will affect your standing in their eyes. We cannot escape our destiny, which is practical; and even our most theoretic faculties contribute to its working out."

The necessity for education thus becomes more striking apparent. The United States cannot excell as a nation, among all nations, until we adopt wider educational methods; until a greater number are reached and trained. First there must be the broad general training, the imparting and the absorbing and understanding of fundamental truths. It will not suffice to educate merely for specific duties. The individual must be broadened, cultured and made susceptible to truth. This is the real task which confronts us as a nation. Continuation schools, vocational guidance, health and all of the other sub-divisions falling under the general classification of "industrial education" should be urged, not as a substitute for present forms of education, but as auxiliary methods, as an addition to the older educational methods more firmly established. The thing to keep in mind is

that the American boy and girl must be educated before industry can reap beneficial results and this education must be broad and thorough. The extent to which auxiliary work must be done becomes boldly evident when we refer to the figures prepared by the Bureau of Education of the government which show that only about four per cent. of the population of our country have received high school education and only about two per cent. academic training. What is needed is to enlarge and improve rather than to supplement or destroy. The function of the corporation schools is to reach the boy and girl and the man and the woman in industry who can no longer be helped by the public school and who does not have opportunity to take advantage of the colleges. It is our function to help those who cannot help themselves but we should also be counselors to the established educational institutions. We should show a broad spirit of co-operation and willingness to help toward the general good. Merely training an employee to do a certain task will add but little to the solution of the problem of industrial education.

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### SCIENTIFIC VOCATIONAL GUIDANCE

In his book "Psychology and Industrial Efficiency" Dr. Hugo Munsterberg in the chapter entitled "Scientific Vocational Guidance" says:

"Observations of this kind, which refer to the borderland region between psychology and social politics, are valid for all modern nations. Yet it is hardly a chance that the first efforts toward a systematic overcoming of some of these difficulties have been made with us in America. The barriers between the classes lie lower; here the choice of a vocation is less determined by tradition; and it belongs to the creed of political democracy that just as everybody can be called to the highest elective offices, so everybody ought to be fit for any vocation in any sphere of life. The wandering from calling to calling is more frequent in America than anywhere else. To be sure, this has the advantage that a failure in one vocation does not bring with it such a serious injury as in Europe, but it contributes much to the greater danger that any one may jump recklessly and without preparation into any vocational stream.

"It is fresh in every one's mind how during the last decade the economic conscience of the whole American nation became aroused. Up to the end of the last century the people had lived with the secure feeling of possessing a country with inexhaustible treasures. The last few years brought the reaction, and it became increasingly clear how irresponsible the national attitude

had been, how the richness of the forests and the mines and the rivers had been recklessly squandered without any thought of the future. Conservation of the national possessions suddenly became the battle cry, and this turned the eye also to that limitless waste of human material, a waste going on everywhere in the world, but nowhere more widely than in the United States. The feeling grew that no waste of valuable possessions is so reckless as that which results from the distributing of living force by chance methods instead of examining carefully how work and workmen can fit one another."

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### **PHYSICAL EXAMINATION OF WORKERS**

In some industrial institutions the effort to establish "physical examination" systems is meeting with opposition. It is perfectly natural that such should be the case. The workingman looks at this innovation almost entirely from the viewpoint, should it develop that he is afflicted with some disease which would impair his health, the chances of his securing employment would be lessened. Such opposition, however, will probably be of brief duration and disappear entirely when the advantages of physical examinations become manifest. It seems unwise from an economic standpoint, that little or no attention should be paid to the health of the worker until disease has practically undermined the individual constitution and suffering and economic loss—perhaps premature death—must be the result. Someone has estimated—the source of the figures are not available at the moment—that the loss of revenue, to the average workingman's family by reason of ill-health thus causing inability to work, is as great as fifteen per cent. of the worker's total earning capacity. When we analyze this subject it is readily understood that the human being may be possessed of any one of numerous diseases without knowledge of that fact. These various diseases are gradually undermining physical efficiency and no effort is being made to counteract this result because of ignorance of the conditions. It must be admitted there would be some rejections of workers who are now given employment, yet, on the other hand, the advantages of periodical physical examinations are so great that the success of such systems is ultimately assured. Nor is it necessary that the rejected worker should be, in all cases, denied employment. Oftentimes a shifting in position, such as placing the worker where the physical exertion will be less, and proper treatment for the ailment results in complete recovery. And then again, is it fair to the workingman to permit him to go on

in ignorance of his physical condition, and is it fair to those dependent upon him?

The National Association of Corporation Schools has included among its committees, which will carry on the active work of our organization, a committee on "Safety, Hygiene and Cooperation." The report of this committee will be awaited with considerable interest as the subject of health is gradually being recognized as having a decided bearing on the general efficiency of the workers of our country.

From the humane viewpoint, any effort to reduce suffering and increase happiness must not be ignored. It is probable, however, that the greater advance will be made from the basis of industrial efficiency until the movement has progressed to a point where general recognition may be expected, but from that point on the humane viewpoint will, no doubt, predominate.

In the majority of homes where revenue is sufficient, periodical physical examinations of all members of the family has become a fixed practice. It is only just that this system be extended until every American citizen shall share in its advantages. Like most other industrial reforms, however, it will meet with opposition until there has been opportunity to prove, beyond reasonable doubt, the advantages of making physical examinations universal.

### NEW YORK SETS A RECORD

Vacation schools conducted by the Board of Education have closed the summer season for 1914. This has been the most successful season the vacation schools have ever known. The industrial classes have been better attended than in other years, and there has been a gratifying improvement in the number of children who wished to take advantage of the industrial subjects provided for them.

The total attendance at vacation schools for 1914 follows:

	Boys	Girls	Total
Manhattan .. . . .	138,931	191,879	330,810
Bronx .. . . .	58,950	66,243	125,193
Brooklyn .. . . .	132,545	162,874	295,419
Queens .. . . .	24,332	25,944	50,276
Richmond .. . . .	5,378	6,192	11,570
Total .. . . .	360,136	453,132	813,268

These figures much surpass those of previous years.

## **CONNECTICUT'S SUMMER NORMAL SCHOOL**

*(Hartford Courant)*

The Danbury Summer Normal School for the year 1914 closed Saturday, August 1, after the most successful session in the history of the school. The session opened Monday, July 6, and has continued with unabated interest during the last four weeks. With the exception of the model school department the school was in session six days of the week. The model school was in session during the first five days of each week.

The summer session was organized by the State Board of Education and the authorities of the local normal school. The main purpose of the school was to assist in training teachers for their work in the schools of the state. The people of Connecticut little realize the tremendous influence which this summer session is bound to exert in the schools of our commonwealth, as 431 teachers and thirty-four supervisors from all parts of the state were registered in the school. This registration exceeds that of any previous session, and the authorities have reported that the number enrolled is far in excess of what they had anticipated. Superintendents from other states have been in attendance and have profited by the meetings.

Modern and effective methods of instruction have been explained and demonstrated with the idea of making the work in our Connecticut schools efficient and uniform in character. Particular emphasis has been placed on the training of teachers for rural schools in accordance to the ideas coming from the State Board of Education. The subject matter treated, the methods advocated and the lessons demonstrated have been based on the state course of study with directions and suggestions which accompany the course.

All of the common school subjects have been considered in special courses. School problems have been discussed. The administrative side of school systems has received attention, including plans to make the schools social centers for their respective communities. Trade education and training in the industrial arts have been emphasized. In accordance with the tendency of the times, plans for physical education have been discussed in lectures and in special conferences.



**REPORT TO THE EXECUTIVE COMMITTEE OF THE NATIONAL ASSOCIATION OF CORPORATION SCHOOLS  
BY THE SUB-COMMITTEE ON SCOPE OF ACTIVITIES  
FOR 1914-1915.**

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**As Amended and Adopted by the Executive Committee,  
September 1, 1914.**

GENTLEMEN: Your sub-committee took up consideration of the scope of the activities for the year 1914-1915 from two different standpoints:

1. The information expected of the Association as shown by correspondence of corporations with the Assistant Secretary-Treasurer.
2. The past work and recommendations of the various committees.

It is apparent from the correspondence with the Association's office that the information expected of the Association by corporations consists principally of data as to the subjects which should be taught. Bearing this in mind, it is the recommendation of the sub-committee that syllabi of courses be prepared, in so far as possible, by each of the committees on special types of schools, as is explained more fully later in this report.

Because of their more general functions the work of the Committees on Safety, Hygiene and Co-operation, on Public Education and on Allied Institutions will be taken up first.

**Committee on Safety, Hygiene and Co-operation**

As to the work of the Committee on Safety, Hygiene and Co-operation it is recommended that a summary be prepared of the work in safety and hygiene in industrial corporations, and that said summary be used as the basis for recommendations as to instruction along these lines.

It is suggested also that the Committee give special consideration to the extent to which instruction in safety work should be incorporated in the regular work of the corporation school. This suggestion is made because in some corporations instruction in safety work is handled by a "safety department" distinct from the educational department.

Realizing that corporations which inaugurate educational courses frequently take up at the same time the advisability of establishing service annuities, profit-sharing plans, sick and

death benefits and a saving fund system, the sub-committee believes that this Association might well prepare bibliographies on these subjects. This work, it may be objected, is somewhat out of the express scope of this Association's activities, but there is need for information along these lines which no other organization is prepared to fill. Evidence of the interest in these subjects is afforded by the fact that some of these subjects have occupied a prominent place in the deliberations of the two annual conventions of this Association. It is for the Executive Committee to say whether or not the Committee on Safety, Hygiene and Co-operation shall be directed this year to prepare such bibliographies.

### **Committee on Public Education**

As to the work of the Committee on Public Education it is recommended:

1. That an investigation be made to ascertain to what extent industries are at present co-operating with public schools, as, for instance, at Pittsburgh, Milwaukee, Cincinnati, Richmond, Boston, Passaic and other places.

2. That a compilation be made of the experiences of industrial corporations which have co-operated with the public school systems.

3. That the Committee consider in what additional ways the public schools and industries can co-operate.

4. That the committee give special attention to the collection of data as to those general educational courses in which the experience of industries has shown the public schools to be particularly weak with reference to fitting persons to enter industrial life.

5. That the Committee ascertain to what extent industries find it necessary to duplicate the educational work of the public schools, and make investigations, if time permit, in several localities to find out whether the public schools are willing to conduct courses for or in connection with the industries to supply this inefficiency.

The sub-committee suggests that an excellent line of research for the Committee on Public Education is afforded along the lines of office work, such as shorthand, typewriting and book-keeping. At present a great many so-called "commercial colleges" are holding out unwarranted promises in the way of salaries, and graduate students long before they are competent.

The Committee might well inquire whether the teaching of these subjects should be encouraged in the public commercial high schools and whether commercial high schools, where they do not now exist, be established for giving instruction along these lines.

### **Committee on Allied Institutions**

As to the activities of the Committee on Allied Institutions it is recommended:

1. That a compilation be made of the names of all organizations which include in their activities or are contemplating a study of industrial educational work whether publicly or privately conducted.
2. That the policy and scope of each of these institutions be ascertained.
3. That recommendations be made to the Executive Committee as to the ways in which The National Association of Corporation Schools can co-operate with said organizations.
4. That relations be established with the Librarians Association with a view to having a selected list of books on industrial subjects placed in public libraries.

### **Syllabi of Courses**

It is the judgment of the sub-committee that, in general, the courses in all corporation schools include instruction in the following subjects:

1. Health.
2. Knowledge.
  - (a) General.
  - (b) Specific.

It is also the judgment of the sub-committee that a proper system of employment, including vocational guidance and the careful selection of employees for the various educational courses, is inevitably connected with a successful corporation school system. It believes, therefore, that the subject of employment, with the allied topics of vocational guidance, promotion, discipline, physical examinations, etc., need consideration by this Association. It is apparent that a report on these topics would be of interest to all corporations doing educational work and for the sake of efficiency, therefore, the investigation along these lines should be made by a single committee. Since none of the existing committees could appropriately handle the subject your

sub-committee recommends that a new committee, to be termed the Committee on Employment Plans and Allied Subjects, be appointed.

In the recommendations of this sub-committee as to the work of the Committee on Safety, Hygiene and Co-operation, plans for a study of proper instruction in health have been outlined so that this work will be done by one committee. The special committees on Apprenticeship, Accounting, Advertising and other schools need not, therefor, concern themselves with this subject.

### **Committees on Special Schools**

Since the Committees on Trade Apprenticeship Schools, Special Apprenticeship Schools, Accounting and Office Work Schools, and Advertising, Selling and Distribution Schools have, in general, the same class of problems their activities for the ensuing year will be discussed as one.

The sub-committee recommends that these committees prepare syllabi, general in character, which may be taken as the basis for courses by corporations desiring to undertake educational work for their employees.

In accordance with the outline above, both general and specific subjects should be taught. The extent to which general subjects should be included, however, must be determined by each corporation in accordance with the extent to which their new employees have been properly prepared in the public schools. Nevertheless, each of the above committees should consider what classes of general information had best be taught in the corporation schools, the amount varying, of course, with the class of school. It is apparent that broader general courses would be advisable for salesmen than for machine shop apprentices.

As to the specific courses your sub-committee is not able to make recommendations, other than such as refer to the mode of procedure in formulating the courses. As to this method of procedure the sub-committee would recommend to each of the four committees whose work is under discussion

1. That a compilation be made, if not already in hand, of the work of at least a representative number of large corporations which are conducting educational work on behalf of their employees.
2. That this compilation include results which have been attained.

3. That with these objects in view a careful examination be made by each committee of the first two volumes of proceedings of this Association, in order to benefit by the data contained in papers, round-table discussions and reports.

4. That each committee look into the activities of such institutions as the Alexander Hamilton Institute, the International Correspondence Schools and the Sheldon School in order to determine to what extent the work of these institutions can be used profitably by the corporation schools. This recommendation is made because certain corporations are now working in conjunction with these institutions. The investigation along these lines would include a compilation as to the results which have been attained. In this connection it is further recommended that the chairmen of the four committees concerned jointly draft the letters required in this investigation so as to avoid duplication of work.

5. That each committee make recommendations as to the text-books which are helpful in corporation school work for the courses recommended.

G. B. EVERITT,  
F. C. HENDERSCHOTT,  
E. J. MEHREN, *Chairman*.

### **Amendments and Changes**

Last three lines, second paragraph, page 2—The Executive Committee unanimously decided that the Committee on Safety, Hygiene and Co-operation should include in its report bibliographies covering the subject of service annuities, profit-sharing plans, sick and death benefits and saving fund systems. The Executive Committee directs that such information as is available on these subjects be compiled and included in its report; also that a list of books and other available data on the subjects, for collateral reading, be included in the report.

The Executive Committee approved of the plan for the Committee on Public Education without change. The Assistant-Secretary, however, was instructed to co-operate with this Committee by furnishing addresses, to the Chairman of the Committee, of the five hundred and seventy-five (575) corporations to whom the Association's Bulletin is being mailed and also a list of the three hundred and eighty-one (381) officials of corporations to whom the BULLETIN is being mailed and a complete list



of membership of our Association—these three lists to form the basis of the investigations by the Committee on Public Education. The Assistant-Secretary was also instructed to supply this Committee with a list of public schools which are co-operating with industry along educational lines, such as the activities of Richmond, Virginia; Fitchburg, Mass.; Milwaukee, Boston, Gary, Indiana; Cincinnati and elsewhere.

The Executive Committee approved of the plan for the Committee on Allied Institutions without change.

The Executive Committee approved of the syllabi of courses without change except to separate the subject of vocational guidance from the subject of employment, promotion, discipline and physical examinations and place the subject of vocational guidance under a separate Committee. The Executive Committee also delegated the subject of employment plans, promotion, discipline and physical examinations to a separate Committee as recommended by the sub-committee.

The Executive Committee approved of the plan of work for the Committees on Trade Apprenticeship Schools, Special Apprenticeship Schools, Accounting and Office Work Schools, and Advertising, Selling and Distribution Schools without change.

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"Sex hygiene should be taught in the schools," was the emphatic declaration of Dr. Charles H. Keene, supervisor of hygiene and physical training of Minneapolis, before the department of physical education. "But it should be taught to parents that they may be made to feel first that it is their duty to do this work, not the duty of the school; second, that they may feel they have the necessary kind and amount of information to teach it properly. Thus may the home get back some of the ground it has lost in the proper education of its youth. The main obstacle to teaching sex hygiene in the schools is that we have no teachers fitted for the work. The teachers have not had sufficient training in anatomy, physiology, and biology. Our normal schools are not giving this instruction to their pupils. Most of our teachers lack the experience that fits one to give this kind of instruction."

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The teachers of this country, one may say, have its future in their hands—"Talks on Psychology and Life's Ideals" by William James.

### **TELLS OF ARMY EDUCATION**

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#### **Captain Douglas MacArthur Declares in Report That the United States Training Leads the World**

How the United States keeps the officers and men in its army up to the top notch of efficiency is told in a special report on "Educational Systems in the American Army," in the annual report of the Commissioner of Education, just issued. The statement was prepared by Captain Douglas MacArthur and approved by Major General Leonard Wood.

"No country in the world has as complete a system of professional scholastic training for its officers as the United States," declares Captain MacArthur. "This is due to the inherent difference between the military establishments of foreign nations and that of our own. Their armies are at all times kept upon a war footing, as a result of which they have ample opportunity for the perfect training of the personnel in the practical duties of the military profession.

"The most striking feature in our service is the absence of what constitutes the very essence of the foreign establishments; that is, a great standing army serving in corps, divisions and brigades, in which the average officer of any grade learns the details of his profession by practical work and with the minimum of theory.

"Our system of military education must therefore differ from that of the other great nations of the world. It must be such as to educate our officers so that they will be able at a moment's notice, when the war expansion comes, to perform the duties of far advanced grades and to render service in branches of the army, both line and staff, in which they are not commissioned in time of peace. For this reason we have established a progressive system of schools designed to teach officers and men, limited only by their individual capacities for its assimilation, the duty of the man-in-arms in all grades, from lowest to highest."

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With the new printing press, laundry room and domestic science equipment ready for work and a new steel lathe and three unit oven for the foundry workers in, ready to be set, the manual training department of the high schools at Anderson, Ind., is prepared for the biggest year since the opening of the new school.

## INDUSTRIAL TRADES

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### **This Field's Importance Shown by Interest in Co-operative Courses at Mechanics Institute**

The field of industrial trades is coming into more prominence to-day so far as educational advance is concerned than ever before in the history of vocational training. Success has attended several courses, installed within the last two years in Mechanics Institute, pointing to the need of just such educational facilities in Rochester and its vicinity.

Co-operative courses, which offer opportunity for part time shop work, were first offered in Mechanics Institute two years ago, says the *Rochester Herald*, when the engineering group came into existence.

Parents who wished their sons to enjoy a technical training but who, for some reason, had been unable to keep their boys in high school throughout four years of prescribed work, asked for a course to which grammar and parochial school graduates might be admitted. As a result, the co-operative industrial courses were formed. With early registrations pointing to a record-breaking year for the institute, the increased registration in the co-operative industrial course for the coming term shows that such work in Rochester is worth while, not only for the institute but for the prospective students and, too, the manufacturers who employ them.

Manufacturers declare they are gratified with the progress shown by the students and will take more the coming term. Two concerns who have taken a major portion of the students registered in the first year have been the German-American Button Company and the Eastman Kodak Company. The academic subjects taught were chosen with a view to making the students more valuable to their employers at the earliest possible moment.

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The Vermont state industrial school is rapidly recovering from its extensive losses by fire, and before the summer is past a new set of larger and better equipped buildings will be nearly finished. At present a new and modern barn is nearly completed just north of the site of the burned building and very advantageously situated on a hill overlooking the other buildings. All the buildings will be of brick construction and will cost about \$60,000. When the buildings are completed Vermont will have

a modern and up-to-date institution, which will have facilities for caring for all who may be committed to this school.

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### **COMMON ERRORS IN LIFE**

A very learned English jurist, Judge Rentoul, in the course of an address at a London club, said that in his opinion there were fourteen common errors in life and these were:

To attempt to set up our own standard of right and wrong and expect everybody to conform to it;

To try to measure the enjoyment of others by our own;

To expect uniformity of opinion in this world;

To look for judgment and experience in youth;

To endeavor to mold all dispositions alike;

Not to yield in unimportant trifles;

To look for perfection in our own actions;

To worry ourselves and others about what cannot be remedied;

Not to alleviate if we can all that needs alleviation;

Not to make allowances for the weaknesses of others;

To consider anything impossible that we cannot ourselves perform;

To believe only what our finite minds can grasp;

To live as if the moment, the time, the day were so important that it would live forever; and

To estimate people by some outside quality, for it is that within which makes the man.

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### **MEN MAKE NATIONS**

The invisible makes the nation. The nation is not made great, it is not made rich, it is not made at all, by mines and forests and prairies and water powers. Great men make a nation great, and the qualities that make men great are invisible.—  
LYMAN ABBOTT.

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Cephas I. Shirley, principal of the Fawcett School of Industrial Arts, of Newark, N. J., was unanimously indorsed for the position of assistant superintendent. Mr. Shirley will assume charge of the vocational training work of the local educational system.

## **EDUCATIONAL PLANS FOR VACATION SEASON**

### **Dr. Edward W. Stitt, District Superintendent, Says Idle Hours Are Fraught with Dangers**

Dr. Edward W. Stitt, District Superintendent of the Public School System in New York, who during the summer months is in charge of the special classes and recreation centres of the Board of Education, believes in "keeping an eye on the pupil" all the year round. "Idle hours," says Dr. Stitt, "especially the idle hours of the vacation period, are always fraught with dangers to the growing children of the metropolis if not employed in some healthy exercise or special studies that occupy the young mind for a few hours each day. There are thousands of our children who never get the opportunity to go into the country, consequently they are always in danger of accidents on the streets or the graver danger of bad company. I am a firm believer in the summer school course accompanied with health giving exercises. The Board of Education is making rapid progress toward perfection in this line. The present summer has been most satisfactory so far."

### **Educational Recreation**

Under Dr. Stitt's direction the proper care of children so far as the board is concerned takes the forms of educational recreation as follows:

Industrial Branches—Elementary sewing, advanced sewing, millinery, knitting and crocheting, embroidery, elementary woodwork, advanced shopwork, Venetian iron, chair caning, basketry, hammock making, cooking, housekeeping and nursing.

Kindergarten Activities—Games, singing, stories, handiwork, drawing, marching, plays and simple gardening.

Opportunity Classes—Arithmetic, spelling, reading, writing, composition and letter writing, grammar, geography and history. These classes are intended primarily for the following kind of pupils: 1. Children non-promoted on June 30th. 2. Overage pupils of special ability. 3. Those who need to complete the 130 days of attendance for their working papers. 4. Foreign children who are very deficient in English.

Last year 263 of these classes were maintained, the work being supervised by Edward R. Maguire, principal of P. S. 83, Manhattan. The number enrolled was 15,312, of whom 13,170 remained in attendance to the last day. Of this number 8,191



passed satisfactorily examinations in arithmetic, English, history and geography and received certificates entitling them to "trial promotion" in the next higher grade. The average daily attendance in each class was 49, and 7,293 were present at every session during the summer.

### **This Year's Modified Plan**

"This year," said Dr. Stitt, "we are reducing the average attendance per class, and we expect that no teacher will have more than forty children in attendance at any one time. This will encourage greater interest on the part of the children and permit better individual instruction by the teacher. Greater thoroughness will surely result from reduced register, and the children will necessarily be better prepared to take up the work of the advanced grades. It is believed that many children receive the beginnings of an inclination for manual occupations by the work accomplished in the various vocational subjects. In making large objects, such as dresses in the sewing classes and bookcases, morris chairs and desks in the bench-work classes, the children furnish their own material. This is also true in the cooking classes, where the children put up hundreds of pints of preserved fruits, furnishing the fruit and the sugar.

"The most astonishing thing about the vacation schools is that so many children attend so regularly. Last summer President Churchill visited four vacation schools. In a dozen different classes, each having a registration of over forty, he found every pupil present."

### **All-Year-Round Schools**

Dr. Stitt says it is only a question of time and a working out of proper plans of administration when there will be all-year-round schools, probably on a basis of four terms of twelve weeks each.

Superintendent C. B. J. Snyder, according to Dr. Stitt, is the greatest school architect in the world. He has helped the solution of the recreation problem by his plan of the H-type of schoolhouse, with a large outside court on each side of the building and a first floor devoted to playground use, with high ceilings, excellent light and ventilation. The proper screening of the doors and windows has made possible the playing of such games as basketball, volley ball and indoor baseball. In the girls' playgrounds a piano is provided and they have folk dancing, gymnastic drills, songs and marching evolutions.

### **Reading and Playing**

In connection with each playground the board conducts a game and a library room. It is not uncommon to see fifty or sixty boys or girls playing checkers, dominoes, lotto, anagrams, parchesi and other games. Through the co-operation of Miss Alma Brown of the Travelling Department of the Public Library, each playground has a selected library of fifty books, including juvenile fiction, history, geography, biography, travel and fairy tales.

The Board of Education has installed shower baths in all of the new school buildings and is placing them in several of the older ones. The value of shower baths, particularly in congested districts, is being steadily recognized. On a hot day there is always a long line of children waiting for the shower. Last year the attendance at the baths was 772,880—571,490 boys and 201,390 girls.

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### **KANSAS CITY MOTHERS ATTENDING SCHOOL**

*(Kansas City Times)*

At the Hamilton Vocational Training School the enrolment is so large the Board of Education may have to seek larger quarters.

The school was started this summer under the supervision of W. H. Martin, principal of the Hamilton Vacation School, and Miss J. Dunbar, instructor in domestic science at Central High School. The Board of Education had planned to make the school merely a place for the girls of the neighborhood to learn sewing in addition to the regular course of the vacation school.

Miss Dunbar now has fifty pupils enrolled in her course ranging in age from 8 to 50 years. There are 12 sewing machines, and tables where everyone may work. At one table yesterday stood a child not more than ten painfully drawing a pattern. A mother, three times her age, sitting at the next desk, saw her trouble and helped her out of it. One was as interested as the other.

The pupils in the regular summer school rarely take advantage of their recess period, which extends from 10 o'clock to 10:15. Instead they rush from one building to the other, and spend their scant quarter of an hour sewing and learning the principles of dressmaking.

The school is open to anyone who wishes to enter and study this branch of domestic art. There is no age limit, and the pupil does not have to be attending another school in winter. It is open to all mothers in the neighborhood who wish to spend their mornings there. There is no charge. The school will probably remain open all summer.

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### PER CAPITA DEBTS

A recent table of national debts shows that the per capita basis for the United States is \$10.77. Of the great nations now at war the following figures are in contrast: German Empire, \$17.81; German States, \$56.32; Austria, \$48.71; Hungary, \$60.28; Austria-Hungary, \$20.33; Russia, \$27.02; Great Britain, \$76.35; France, \$160.24. For Japan, which has just now entered the war, it is \$23.74, and for Italy, which is in danger of being embroiled, it is \$82.22.

Of the countries touched by the conflict only China's per capita, \$2.88, is lower than that of the United States. Even so, her debt of \$969,189,000 runs very close to our own debt of \$1,027,574,000, so that the low per capita is only the result of distribution among her enormous population, while her yearly interest of \$33,696,000 is \$11,000,000 greater than our own. In contrast with our wealth, moreover, the advantage lies decidedly with us. But with this single exception all the great nations engaged in or threatened by the war are loaded down with per capita debts from two to sixteen times as great as our own, while every day and hour of the campaign aggravates the burden.

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Under the auspices of the Ontario Department of Education a conference of rural teachers will be held at the Agricultural College, Guelph. The agenda for the conference concern principally the teaching of elementary agriculture in the rural schools of Ontario and the policy of the department in relation to such instruction. At the meetings will be delegate teachers from the county teachers' associations and through them there will be carried to the five thousand rural teachers in the province a renewed interest in this great matter of rural community-building.

## **THE RELATION OF THE SCHOOL TO EMPLOYMENT\***

N. F. DOUGHERTY,

*Western Pennsylvania Division, the Pennsylvania  
Railroad Company, Pittsburgh, Pennsylvania.*

Mr. Hale will tell you our method of instructing apprentices. But our apprentices are only one-half of one per cent of our employees, and I wish to discuss methods of employing and training the other ninety-nine and one-half per cent.

A committee of Pennsylvania Railroad men, of which I was a member, made a study some time ago of methods of employing and training men, and I will give you briefly a summary of this committee's recommendations:

First: Employing officers must personally interview all applicants for employment and not delegate the selection to subordinates.

Second: Applicants for positions as brakemen, firemen and skilled mechanics must pass an educational test in fractions, a more severe test to be given applicants for positions as messengers, apprentices and clerks.

Third: Investigate character and previous service record of applicant.

Fourth: Employees who are in line for promotion, such as firemen, brakemen, etc., to be instructed and examined in order to determine if they are qualified for promotion to enginemen, conductors, etc.

Fifth: All applicants for employment should be interviewed, and if men are not needed, the applications of those passing the required tests to be placed on file and called upon as men are needed; in other words, establish a recruiting station. It was also recommended to call upon the school authorities for boys who take commercial or manual training.

These recommendations are very simple and practical.

This system is now in effect and is resulting in our getting a better grade of men, as more care is being exercised in their selection.

The educational requirements of these recommendations cover only fifth to eighth grade school work, but it is surprising to know the number who cannot pass the examinations.

With present-day opportunities for education and reading it seems unbelievable that so great an army of American-born

\*A paper read before the second annual convention of The National Association of Corporation Schools, Philadelphia, June, 1914.

men are almost illiterate. This brings us to the vital message we wish to give to this convention.

I have made a study of the question as to why men are not better educated, and will give the facts and figures, together with a recommendation for a remedy.

The first graduations from the two-year vocational and commercial courses in the Pittsburgh school will be at the end of this month. While there have been four-year courses in these branches for some years, the number of graduates has been small and little effort has been made to couple up employment with the school; so we are unable to say what has become of them.

In the Pittsburgh schools, and it is no doubt typical of all schools, only fifty per cent of the children entering the first grade pass the fifth grade, and only twenty-five per cent pass the eighth grade. There are two thousand children, fourteen years or older, in the Pittsburgh schools, in or below the fifth grade.

The members of The National Association of Corporation Schools are familiar with the figures showing the percentage of boys going to high school and college. We are not so much concerned with this two per cent which finish college, or five per cent which finish high school—they always have been and always will be out in front; but we are very much concerned about the ninety-five per cent who do not go to college or high school.

Fifty per cent of our school children start out into the world with an education of fifth grade or less, which means practically no grammar, history or geography, and arithmetic only to long division and a few simple fractions. In other words, in our great school system fifty per cent are turned out little better than illiterate. Pursuing our investigation of the Pittsburgh schools further, we learn that about three thousand, or twenty-five per cent, finished the eighth grade, but about fifteen hundred of these quit, leaving only twelve per cent to enter high school, and seven per cent of these dropped out before graduation, leaving only five per cent to finish high school.

A recent survey of New York City, Boston and Chicago showed that seventy-five per cent of the boys and girls who leave school between the ages of fourteen and sixteen do so of their own volition, and not to help support the family, as is popularly believed to be the cause of such action.



Forty States have compulsory education, ranging up to sixteen years. Eight States have no compulsory education.

In the United States there are 92,000 children in orphan homes and 23,000 children in correctional institutions. Just a word on the cost of supporting children in these institutions. Figures obtained from the Carnegie Library in Pittsburgh show that it costs \$20.00 a month to support each child; not that each child gets the benefit of the \$20.00, but when supervision and the other charges are paid it costs \$20.00 per capita a month. The present tendency, based on study along this line, is to preserve the integrity of the home, by putting children out with private families, rather than putting them in orphans' homes.

Instead of our educational problem being settled for all time we find if we use eighth grade education in the public schools in large cities as standard, we are scarcely twenty-five per cent efficient, but it must be very much below twenty-five per cent in the country, mining and mill districts. Take this great army of boys and girls who do not go beyond the eighth grade, many of them not beyond the fourth grade, and add to this the number in orphans' homes and correctional institutions—and these children seldom get more than a fourth-grade education, which gives us an idea of the great army of poorly educated boys and girls we are turning out each year.

Employment of a permanent nature has no place for a boy until he is sixteen. With the great army before stated quitting school at the age of fourteen, they idle their time from temporary position to temporary position until the adolescent idler becomes the inefficient adult.

The majority of boys who leave school before industry is ready for them are lacking in education and stamina, and frequently cannot compete with the immigrant. It is from this source that we get a great number of the army of the unemployed—business prosperity and business depressions have little influence on them, as they are unfit for any service—from this class we get our beggars, paupers and toughs. It is from this class that men of the type of the New York gunmen and Chicago car barn bandits are recruited. All cities have them by the hundreds and thousands. They are a blight on our civilization, and who can say that we are not in a sense responsible. The tragedy of it all is that they are nearly all known by name by our municipal authorities and take an important part in politics.

We may talk efficiency and education until the end of time,

but until we fearlessly, and honestly meet this question, we will not progress far.

This brings us to the remedy. No one individual can say what the remedy should be, but I will outline briefly along what lines, in my opinion, an investigation should be made. I claim no originality for these suggestions, because they have all been more or less discussed, but principally by school men and economists. Little will be accomplished, however, until the corporations co-operate in the movement.

First: We should couple up the school with industry. In order to do this, compulsory education should be extended to sixteen years, and it should be uniform in all States. A study of the present school curriculum should be made by the corporations, in conjunction with the school authorities, with the idea of outlining such courses that would fit up better with industry.

Second: Make every school an employment bureau and clear through a central bureau supported by the corporations. Nearly all corporations have a wage scale sufficiently elastic to work out a regular line of promotion. For example, a boy of sixteen, just leaving school, should be started in at a low rate and gradually increased until he reaches about twenty-five years of age. This increase, of course, to be based on efficient service. This would teach him to respect service and income.

Third: Establish a national insurance, supported jointly by the Government, employer and employee. This would preserve the integrity of the home and make it possible to abolish orphans' homes. The recent mine accident at Eccles, West Virginia, is a practical example of what this will mean. Under the law each widow will receive \$20.00 a month and each orphan will receive \$5.00 a month until sixteen years of age. I understand this law was suggested by the mine owners, but I cannot say how the expense is apportioned. No comment is necessary as to what this means to the families of the victims of the accident, or what it would mean if we had a similar law in all States.

This is not a question of charity or philanthropy, but a basic question of economics. Our pauper population is growing at an alarming rate. We ought to determine just how much our methods of employment and education are responsible and correct it.

The gap between the school and employment should be closed. If The National Association of Corporation Schools

would go on record, first, as favoring compulsory education to sixteen years of age; second, corporations to so arrange their employing methods that the boy coming out of school would not only be assured of employment, but of such employment as would promise some degree of progress. Such a resolution would result in discussion and action that would do much toward closing the gap.

This question is worthy of further investigation.

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### **PLAN TRADE SCHOOLS TO SOLVE GIRLS' PROBLEM**

Direct and practical solution of the problem of low wages and inefficiency among girls and women in industry is being evolved by experts of Philadelphia, who are working for the establishment of a trade school for girls.

A vocational executive committee is in process of formation, and a definite program has been worked out which will lead to the ultimate placing before John C. Frezee, head of the new bureau of vocational education, a full-fledged scheme for the formation of the trade school.

Thousands of girls drop out of the schools every year and drift into mills, factories and manufacturing establishments as raw material untrained beyond the sixth or seventh grades of the public schools.

The plea of the manufacturers that they cannot give them a living wage because they do not earn one, and are not worth it to the industry, is one of the hardest features to combat in the crusade for minimum wage for girl workers.

The trade school will eliminate this difficulty as far as its pupils are concerned. They will have learned not the rudiments of one trade, but of many and will have acquired facility and precision which will be enhanced by the cultural training to accompany the course.

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### **A CORRECTION**

In the July issue of the BULLETIN appeared an article on the methods employed by the Packard Motor Car Company in the training of its employees. This article was credited to Mr. Corbin, their assistant sales manager. The article was prepared by Mr. J. H. Weller, Supervisor of Labor, of that company. Mr. Corbin having called our attention to the mistake, the BULLETIN takes this method of giving Mr. Weller credit for his very able article.

## EDUCATION FOR EFFICIENCY

BY CHARLES W. ELIOT

*For Forty Years President of Harvard University*

[Extracts from the book "Education for Efficiency," Reprinted by Permission of Houghton Mifflin Co., Publishers. Copyrighted 1909.]

Education for efficiency is my subject. By efficiency I mean effective power for work and service during a healthy and active life. This effective power every individual man or woman should desire and strive to become possessed of; and to the training and development of this power the education of each and every person should be directed. The efficient nation will be the nation made up, by aggregation, of individuals possessing this effective power; and national education will be effective in proportion as it secures in the masses the development of this power and its application in infinitely various forms to the national industries and the national service.

### TRAINING SHOULD NOT CEASE WITH YOUTH

Let me say at once that this education for efficiency is not a training which should cease with youth. On the contrary, it should be prolonged through adult years, until the powers of the mind and body begin with added years to decline. It has been too much the custom to think of education as an affair of youth, and even of the earlier years of youth; but it really should be the work of the whole life. Because the large majority of American children cease to go to school by the time they are fourteen years of age, it by no means follows that their education should cease at that early age. More and more, of late, regular and formal provision for a continued education is made in public school systems, through beneficent endowments and by private enterprise. The prolongation of the period of formal education for a considerable minority of American children, and the provision of summer schools, evening schools, trade schools, correspondence schools, business colleges, and reading circles of many sorts, with public libraries and book clubs, illustrate the increasing prevalence of the new idea that education is to be prolonged through adult life, and may be carried on in a systematic and active way long after the individual has begun to earn his livelihood in whole or in part. \* \* \*

#### HOW AND WHEN TO EDUCATE

The important thing in childhood is to train the child in as large a variety of mental processes as possible, and to establish as many useful mental habits as possible. During this training an immense body of information will be incidentally acquired, but not so rapidly as the same person grown up can acquire it. Several years ago I gave a demonstration that a good high school graduate about eighteen years old could do in fifteen hours all the examples in arithmetic which the grammar school children in the same town did in two years, giving one-fifth of their school-time to the subject in each year, after having studied arithmetic in the primary classes—that is, a youth of eighteen years could do in fifteen hours what grammar school children about twelve years of age required two-fifths of their school-time for a whole year to accomplish. I have often known young men, twenty or twenty-one years of age, to master within three months the whole of the elementary requirement in Latin for admission to Harvard College—a requirement which is supposed to imply a systematic course of five lessons a week, extending through at least the three years between fourteen and seventeen years of age. \* \* \*

Education for efficiency, individual or national, will take account of these different, but complementary advantages of youth and of maturity.

#### WHAT CHILDREN SHOULD STUDY

The debate over the proper selection of studies in youth has been a long and wearisome one; but at last two propositions are seen to command almost universal acceptance. The first is that children and young people should study the elements of a considerable variety of subjects, such as language, mathematics, history, natural science, sanitation and economics, not with the primary purpose of obtaining information on those subjects, but in order that they may sample several kinds of knowledge, initiate the mental processes and habits appropriate to each, and have a chance to determine wisely in what direction their own individual mental powers can be best applied. The second is that training for power of work and service should be the prime object of education throughout life, no matter in what line the trained powers of the individual may be applied. This measure of consenting opinion frees me from the necessity of discussing

the relative value of different subjects of study, and the different meanings of the word cultivation, and enables me to ask your attention at once to the fundamental matters with which education for efficiency should deal. \* \* \*

#### INSTRUCTION ON HEALTH SUBJECTS

While the body is under training and after it has been trained it requires a steady and intelligent care which education for efficiency should systematically teach. Here much remains to be done in all the educational systems of the civilized world. We have just begun to provide medical inspection for children and medical visitation for older students, and to teach systematically the elements of personal hygiene and municipal sanitation. There is no longer any excuse for neglect of these subjects. Twenty-five years ago the medical profession did not know how to prevent the spread of typhoid fever, or malarial fever, or how to combat diphtheria or appendicitis or tuberculosis. Now medical science knows how to limit these evils and can do much to prevent their destructiveness. Within the same period the knowledge of civilized mankind concerning diets and the regimen of health has increased prodigiously; and the means of heating and ventilating houses, factories and meeting places have been wonderfully improved. To teach all these things to the whole community should be an important part of education for efficiency; for sickness suspends the efficiency of the individual and premature death destroys it, and when such losses are multiplied by the million, the national efficiency is gravely impaired. If education can succeed in prolonging the period of individual productiveness, and in preventing the breaks in that productiveness which sickness causes, it will thereby increase the total national productiveness and efficiency. It will also add greatly to the public happiness.

#### CHEAPEST LABOR IS NOT MOST PROFITABLE

Within recent years we have had abundant evidence in our own country and in many other countries that the most effective labor and the cheapest in proportion to its product is found where the laboring classes live comfortably, develop their intelligence, and widen their prospects. It is not the cheapest labor that is the most profitable, but the best fed and lodged, the healthiest, the most intelligent and the most ambitious. Since



some of the fundamental conditions of well-being in the laboring classes are physical or bodily, so knowledge about the training and care of the body, where diffused through the whole population, ought to promote greatly that well-being. I have had the opportunity of watching for more than fifty years successive ranks of young men going out from Harvard University into the work of the world, and I have seen in hundreds of them the development of character and the issue or results of that development. Any one who has used such an opportunity will inevitably be an optimist concerning the effects and potentialities of education. \* \* \*

#### EDUCATION SHOULD DEVELOP ENTHUSIASM

Finally, education for efficiency should supply every pupil with the motive power of some enthusiasm or devotion. The real motive power in every human life, and in all national life, is sentiment; and the highest efficiency cannot be produced in any human being unless his whole character and his whole activity be dominated by some sentiment or passion. An evil passion may give great physical and intellectual powers a terrible efficiency. A good passion can make ordinary talents extraordinarily effective. A life without a prevailing enthusiasm is sure not to rise to its highest level. These private enthusiasms or devotions are fortunately almost as various as are the characters of men. There are also beneficent enthusiasms which pervade, simultaneously, multitudes of human beings and give them a common effectiveness. At this moment a gregarious enthusiasm for social service inspires a considerable proportion of educated American youth. Any one who has read many biographies will have perceived that the guiding enthusiasm of a life often springs early into view, and that this is almost always the case in the most effective human beings. The youth has a vision of the life he would like to live, of the service he would choose to render, of the power he would prefer to exercise; and for fifty years he pursues this vision. In almost all great men the leading idea of the life is caught early, or a principle or thesis comes to mind during youth which the entire adult life is too short to develop thoroughly. Most great teachers have started with a theory, or a single idea or group of ideas, to the working out of which in practice they have given their lives. Many great preachers have really had but one theme. Many architects have devoted themselves, with inexhaustible enthusiasm, to a single style in archi-

ture. Some of the greatest soldiers have fought all their battles by one sort of strategy adopted in their youth. Many great rulers have harped all their lives on only one string of national or racial sentiment. Among men of science the instances are innumerable in which a whole life has been devoted to the patient pursuit of a single vision seen in youth. For common men and women two or three of the common loves will suffice—the love of family and home, of school and church, of mountain and sea, of nature and books, of private and public liberty, of truth and justice. For us teachers it is indeed an inspiring fact that effective and enduring enthusiasms spring up spontaneously, or may be implanted in early life; for without them education cannot procure the highest efficiency, either during youth, or for the after-life. Education for efficiency must not be materialistic, prosaic, or utilitarian; it must be idealistic, humane and passionate, or it will not win its goal.

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Washington, D. C., has been selected by the United States bureau of education as the city whose schools are best adapted for a complete moving picture exhibition of a modern school system, to be shown at the Panama-Pacific exposition in 1915. The bureau of education officials found that the majority of the modern features of school systems of various cities were combined in the Washington schools. Some of the activities to be shown are the story dramatization work, the manual training, cooking, sewing, normal school class work, business high school typewriting classes, business high school bank, vocational work, social center work under school supervision, medical and dental inspection, drawing, clay modeling, sketching, laboratory work, playing-ground work, school gardens, folk dancing, and calisthenic exercises.

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Immediately after the close of summer school at the Agricultural college, Professor J. C. Hogenson, state agent of Boys' and Girls' club work in Utah for the Agricultural college and the United States department of agriculture, will spend two months visiting different parts of the state and will give practical demonstrations of the work in canning fruit and vegetables.

## **MISSOURI DEMANDS BROADER EDUCATIONAL SYSTEMS**

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### **Teachers' Association is Backing Request for Vocational Course in Public Schools**

BY LEWIS GUSTAFSON

*Superintendent, The David Rankin Jr. School of Mechanical Trades, St. Louis*

A movement, little known to the general public, but of high importance to every man, woman and child in the State of Missouri, is under way in the field of industrial education.

It is the movement started last November by the Missouri State Teachers' Association through the appointment at its annual meeting in St. Louis of a committee of five members to investigate the needs and the means of furnishing State aid for the establishment and maintenance of vocational courses in the public schools throughout the State.

This committee entered into correspondence with people in Missouri and elsewhere who were in a position to shed light upon the subject of its investigations; it submitted to over 400 educators and others throughout the State a list of seventeen questions asking for information and suggestions; and it held several meetings of its members. Under date May 8, 1914, it submitted to the association, as a result of the careful consideration of all the information secured, the following conclusions as its preliminary report:

"First—That it is desirable and necessary that there should be a system of vocational education established throughout the State of Missouri, this vocational education to cover day, part-time day, and evening vocational schools, departments, and classes for instructions in the industries, agriculture, household arts, and commercial pursuits, and to include day prevocational classes in these subjects.

"Second—That it is impossible to secure the establishment and maintenance of such a system of vocational education without State aid.

"Third—That State aid cannot be granted from the general revenues of the State, for the reason that these revenues are

now inadequate to meet the demands already made upon them. Neither can it be obtained from the permanent school funds, as these funds are needed to maintain existing public schools.

"Fourth—That in order to secure an increase in the taxes an additional levy must be made; this must be secured through a constitutional amendment.

"Fifth—That such a constitutional amendment should be secured and a levy of not less than one mill should be made for such educational purposes; of this amount not less than one-eighth increasing to one-fourth as needed to be devoted exclusively to the purposes of vocational education.

"Sixth—That after this constitutional amendment has been secured there should be passed in the Legislature a bill authorizing the State to pay two-thirds of the actual salaries of teachers and supervisors and directors engaged in this vocational education.

"Seventh—That for the proper administration of these funds and for the proper administration of the other educational affairs of the State, the State Board of Education should be re-organized and taken entirely out of partisan politics."

#### SENTIMENT IS GENERAL

These conclusions embodied not only the opinions of the individual members of the committee, but also the strong sentiment of an overwhelming majority of the people consulted, and may safely be taken as the general feeling of those in Missouri who have given thought to the educational situation.

At the meeting of county superintendents, held in Jefferson City in May, this preliminary report was approved without a dissenting vote. The final report of the committee is ready for submission at the next convention of the State Association in November. There is every reason to believe that it will receive ready acceptance, and that a strong effort will be made to secure the carrying out of its provisions.

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Announcement has been made at Columbus that forty-five one-week Agricultural Extension Schools will be held throughout Ohio during the coming winter. As heretofore, the speakers in these schools will be instructors from the College of Agriculture.

## **WHAT A ONE-ROOM RURAL SCHOOL IS DOING IN INDUSTRIAL EDUCATION**

By L. R. WILLIS

*County Superintendent of Schools, Hastings, Nebraska*

The school in district No. 40 was the first rural school in Adams county, Nebraska, to do systematic work in domestic science and agriculture. This is a one-room school, about four and one half miles from Hastings. It has no better equipments nor surroundings than the average rural school. In many respects it is not as well equipped as many other schools.

The beginning of the work in domestic science was the outgrowth of an industrial county teachers' institute, held in the county during the last week of August, 1912. Nothing was offered at that institute but agriculture, manual training, and domestic science. In preparing for the institute, the county superintendent purchased a workbench and complete set of tools and a kitchen cabinet. On the closing day of the institute a spelling contest was held and these articles were awarded to the best spellers. The teacher in district No. 40 won the kitchen cabinet.

Late in the fall the teacher and larger girls began to lay plans for work in cooking. The pupils furnished that material, and under the teacher's directions prepared a number of articles of food. During the cold weather they prepared soup or an oatmeal porridge for their lunch. They also baked bread, cookies, cakes, etc. This work was all done by the girls under the guidance of the teacher.

One of the pleasing features of the work was the fact that the school was able to overcome the objections made by many people concerning the teaching of the subjects in school, in that no time was taken from the regular school hours. The pupils did the work before and after school and at the intermission periods. This year the same objection is not advanced. The school is still doing the work as in the previous year and has also added sewing to the course. They now give a part of three afternoons each week to this work—time taken during the school hours.

The work in sewing is especially interesting. The pupils keep notebooks of all their work. They write up their notes at the close of each lesson and fasten in their notebooks the work

they are doing, so far as they can. This includes samples of fancy and plain patching, the various stitching, hemming, darning, etc. The complete articles, such as plain and fancy aprons and plain dresses, are taken and used as finished.

This spring the pupils are studying elementary agriculture with the other work. A great deal of it will be experimental work, such as the testing of seeds, testing the water-holding capacity of various soils, a study of soils, testing of milk for butter fat, study of plants, etc.

The school has a kitchen cabinet, a 3-hole oil stove with oven, a set of dishes, and various utensils necessary to carry on this work. Other equipments will be added from time to time. The people of the district are interested in this phase of school work as much as they are in the book part. It will set as leaven not only in the community but also in the county. It means the beginning of the introduction of some practical phases of school work to supplement the work in books.

The present teacher is serving her first year in the school. She is a high-school graduate of normal training course with four years' experience. She has never lived on a farm, but she has entered into the life work of the community, in this way making up to a very large degree for the lack of experience of farm life.

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### **THE LATCH-STRING OF OPPORTUNITY**

S. ROLAND HALL in *Selling Sense*

To be a little more courteous than is necessary—To pay a little stricter attention than most people do and consequently be a little more accurate than they are—

To be a little better informed than "the average"—

To work a little harder and a little more willingly than "the bunch"—

To be neat, modest and yet confident and aggressive—

To keep the mind on clean, useful thoughts—

To spend a little less than is earned—

To be happy and yet never self-satisfied—

Summed up, it all means being the rare person who not only gives most but gets most out of the "job" and out of life.

For such people the latch-string of opportunity hangs out at many doors.



## **ENGINEERING COURSE AT THE UNIVERSITY OF CINCINNATI**

*From Proceedings of the American Political Science Association*

The school of engineering offers at the present time a remarkable case of self-scrutiny. It has been studying for several years the questions of the relation of theory and practice. It has definitely revised its pedagogical procedure. Let Dean Schneider tell the story.

"No pedagogical changes of major account were made during the first two years of the course. The old four-year course was taken and it was computed that under the co-operative system six years would be required to complete the work. It soon became evident, however, that the long summer vacation was not needed for co-operative students, since the alternation of physical and mental work prevented mental fatigue. It was decided, therefore, in 1910, to operate the Engineering College eleven months per year and reduce the length of the course to five years. Two years of operation under this new plan has shown satisfactory results.

"After the first two years a revision of the various curricula was undertaken. The so-called practical technical courses, that is, those courses which are merely descriptions of technical things and of technical processes, were eliminated first. It was found that the co-operative student obtained the information which these courses sought to convey, in his shop work. The usual amount of science was retained and liberal art courses such as history were added. A further revision undertaken in 1912 has added advanced work in physics and mathematics in the final year of the course. This was made possible by an analysis of the curricula which disclosed the fact that certain courses overlapped, hence, certain subject matter was unnecessarily repeated. All of this extra work has been made possible by the elimination of practical and duplicated material from the curricula, and also by the established fact that the co-operative student can carry 20 per cent. more work during his school week than the regular student. In order to further increase the scholastic efficiency, a rule was adopted last spring by which a student may be conditioned and 'failed' in a subject which he has passed on the records, but of which he shows a poor working knowledge in some later course. This rule has been rigorously applied since its adoption and there is a marked change in the attitude of

students toward their work. It will be evident that the 'passing' of the subject means very little if the student has failed to get a thorough grasp of the subject matter. The term examination has been eliminated and instead weekly quizzes adopted, the questions of which may be upon any previous part of the subject or upon any subject prerequisite to the course being taught.

"As a result of these pedagogical changes, practically all the weak students are eliminated in the Freshman year, and the losses in the subsequent years are because of non-academic conditions over which the students and the college have no control."

The course described above is the Engineering Course of the University of Cincinnati, where the students study half-time and work half-time.

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### **VOCATIONAL SCHOOLS IN INDIANA**

The Indiana Legislature in 1913 passed a vocational education law. This law provides for the organization and maintenance of vocational schools designed to give specific instructions to pupils over fourteen years of age who desire to prepare for profitable employment in the shop, in the home, or on the farm.

A bulletin issued by the Indiana Department of Public Instruction for the purpose of acquainting school officials and others with the vocational education law and interpreting its provisions, shows that it provides State aid for certain types of educational effort. It does not cover the entire vocational field, but singles out certain features for consideration.

Some of the principal provisions of the law are that elementary agriculture shall be taught in the grades in all town and township schools, elementary industrial work shall be taught in the grades in all city and town schools, and elementary domestic science in all city, town and township schools; that the State shall pay one-half the salaries of county agricultural agents, provided that no more than \$1,000 shall be appropriated to any one county; that the State shall pay annually to school cities, towns and townships which operate vocational schools and departments an amount equal to two-thirds of the sum expended for instruction in vocational and technical subjects. To provide a State fund there is to be an additional annual levy of one cent on each \$100 of taxable property. Cities, towns or townships may maintain vocational schools from the common school funds or by a special tax levy not to exceed ten cents on the \$100, or partly from the school funds and partly from such tax. Two or more

cities, towns or townships may co-operate in the establishment and maintenance of vocational schools.

### **EXHIBIT OF WORK BY SHOP BOYS**

The Hartford Continuation School of the High School held an exhibition recently in the Manual Training building at the High School, of the work done by the various shop boys sent there for instruction in shop work and allied subjects.

The Hartford Continuation School was started several years ago, and it was due to the efforts of William C. Holden of the High School faculty. The idea arose from the need of the factory boys for more instruction in the theory of shop work. Mr. Holden, who has made a life study of the subject, saw the need for such a school here and the results accomplished have justified the best expectations.

The various manufacturing companies of the city send several boys, who show special promise in any line of shop work, here for instruction. Two years ago there were thirty boys. This year there are about sixty, and it is expected that there will be at least one hundred next year, when a policy of expansion will be followed in all the lines of work.

The manufacturers of the city have co-operated with the High School authorities and, when it is found advisable to do so, trips are made to the shops where various pieces of work are explained to the boys by an expert. As only the best boys are picked, the quality of the work done is excellent. At the end of the course a certificate is given to each member who has done good work. The length of the course is four years.

The companies which are sending boys to the school are the following: Pratt & Whitney, Royal Typewriter Company, Underwood Typewriter Company, Hart & Hegeman, Johns Pratt Company, Arrow Electric Company, Hartford Machine Screw Company, Pratt & Cady, Whitney Manufacturing Company, Henry & Wright, Veeder Company and the Hartford Rubber Works.

The course included English, mathematics, science and shop work. The boys are under pay while in the Continuation School, and as close an account is kept of the time as if they were in the shop.

The efforts of the Michigan State Dental Society to have a dental inspector, working under the direction of the State Board of Health, instruct the school children in the care of the teeth cannot but be given the approval of the public generally.

## **STORE CLASSES A BIG SUCCESS**

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### **Continuation Schooling Commended by Department Store Superintendents**

*(From the New York Globe.)*

Instruction in common branches for an hour or more a day in continuation classes in the large department stores under co-operation with the Board of Education has proved most beneficial to junior employees. They have been enabled to increase their earning capacity as a result of being better educated. The department store managers are unanimous in commending the plan. It is a simple one. The stores furnish the room, light, etc., and permit their employees to attend upon instruction an hour or more a day without loss of pay. The Board of Education supplies a teacher. The term is just ending.

At a conference of these teachers held at Bloomingdale's, Third Avenue and Fifty-ninth Street, Mrs. Wilcox, under whose supervision the classes are conducted, read a number of letters recently received by the Board of Education from the superintendent of these concerns expressing their approval of this sort of instruction. According to the text of the letters, the skepticism which many entertained last fall has since been entirely dispelled.

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The Federal Bureau of Education indicates in a recent report that the present movement for practical education finds greater stimulus from the industrial than from the educational viewpoint, which, says the *New York Press*, seems to put our municipal educators in a very bad light. But from Mayor Mitchel's announcement of plans for the improvement of our industrial education system, it appears we are on the way to removing the charge the Federal Bureau of Education has brought against New York as well as the remainder of the United States.

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As a site for New York's first vocational school the city has agreed to buy the northwest corner of Lexington Avenue and Twenty-second Street. A resolution will be passed appropriating in the neighborhood of \$220,000 with which to pay for the property.

## **EDUCATION SLOWER HERE THAN ABROAD**

### **University Graduates Average from Two to Three Years Older in America**

The average American student is two or three years older when he is graduated from a university than the average student in Europe. Twenty-three years is the average for graduation in this country for an academic course, while the average in Europe is 21. The discrepancy is greater in professional schools.

The reason, according to Prof. Franklin W. Johnson, of the University High School of the University of Chicago, is that the American school system results in a loss of time for pupils in the secondary and elementary schools. Prof. Johnson says in *Popular Science*

"The history of education in this country shows that our system of organization, assigning eight years to elementary, four years to secondary, and four years to collegiate education, was not based on any rational theory, but was rather the result of accident. Each type sprang up in a large measure independently of the others, in response to distinct social demands, and a satisfactory adjustment of these independent parts to the needs of a coherent and efficient system of education has not yet been made.

"In no other country is a similar organization found. Germany may be cited as typical with three years devoted to elementary, nine years to secondary, and four years to university education. The American college with two years of secondary work and two years of university work is unique. It is a significant fact that the Japanese, who have shown wonderful skill in selecting and adapting to their needs the best in Western civilization, have modeled their new school system, not upon ours, but upon that of European countries. While there is a presumption in favor of the majority, the ultimate test to be applied to these differing types of organization is that of efficiency."

The age at which the average university student graduates in this country is placed at twenty-three years by the United States Bureau of Education in a recent bulletin. The average age of medical candidates in 1912 at the following institutions was: Western Reserve, 27.9; Harvard, 27.2; Rush, 27; California, 27; Johns Hopkins, 26.4; Cornell, 26.4.

In a recent bulletin of the Bureau of Education, the age at which students complete the course in medicine is given as fol-

lows: France, 23; Germany, 23; Great Britain, 23; Netherlands, 24; Switzerland, 23; United States, 26.

Prof. Johnson lays the waste of time in American schools to three principal causes: A lack of co-ordination between the separate parts of the school organization; the lack of training of teachers, and the short tenure of teachers. He suggests five general remedies: a readjustment of the school organization; the elimination of unnecessary reviews and repetitions; improved methods of instruction; furnishing substantial incentive to better work on the part of the pupils, and lengthening the amount of time given to instruction during the school year

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### IN TEXTILE EDUCATION

A work of the greatest kind of value to North Carolina is being done by the A. and M. College in the instruction which is given there in the textile industry, says the *Raleigh Observer*. The value of the work has been demonstrated and in the future industrial life in this State will continue to find an impetus given to it by this department of that college.

The destruction of the A. and M. textile building by fire last March brought the instant call for its rebuilding, and most properly the authorities did not hesitate but arranged at once to replace the building. That work has been done, the textile building has been rebuilt and will be ready for the opening of the college in September. New machinery of the latest construction is rapidly being installed, which will make this textile school one of the best equipped in the country for instruction in cotton manufacturing.

The director of the textile department has recently been advised that the experts of the United States government will again conduct a series of experiments on the standard grades of cotton in co-operation with the instructors in the department. These tests will be made during the coming year and are for the purpose of determining the various types and amount of waste in each of the five full grades of cotton as selected by the government as standards. The results obtained from these tests will be of special value to the textile students as well as to the general cotton industry of the country.

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There are sixty-seven agricultural colleges in the United States and twenty-nine of the States now have vocational schools.



### **GENERAL EDUCATIONAL NOTES**

The Women's Clubs of Knoxville, Tenn., have endorsed the movement for a vocational school for girls in that city.

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This coming December Chili will send a commission to study our trade schools, and Tancredo Pinochet Le-Brun, director of the National Trade School of Santiago, and one of the biggest educators in Chili, will be at the head of the commission

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Plans are nearly completed for the new home of the Boston Industrial School for Boys, to accommodate upward of 1,000 pupils, to be erected on land purchased on Halleck Street, Roxbury.

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Vocational work at Central High School, Kansas City, is to be enlarged upon this year. A foundry, a paint shop and a machine shop will be added to the school's equipment. Courses in these lines and in plumbing will be a part of the curriculum. In all, \$15,000 will be expended in equipment.

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To raise \$50,000 for the United States Rescue Industrial School (colored) at Bennettsville, S. C., is the aim of Rev. W. M. Ratliff. A farm will be bought for \$23,000, a manual training building will cost \$17,000 and \$10,000 will be set aside as an endowment.

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The Gary, Indiana, plan of education is to be put into effect at Hudson farm, a suburb of Cleveland, at the opening of the school system. There are 130 boys at the Hudson farm. Under the new scheme special instructors will be engaged for each study. The boys will be taught dairy and poultry work, and will be given general agricultural training. Director Cooley favors special instruction for boys who show talent for music and drawing. An hour or two a week under guidance of Director Christiaan Timmer of the municipal symphony orchestra for those who are musically inclined, is a plan favored by him. City Forester John Boddy also may be asked to give the boys instruction.

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An interesting document on "The tangible rewards of teaching," giving a detailed statement of salaries paid to the several

classes of teachers and school officers in all parts of the United States, has been compiled by the United States Bureau of Education for the National Education Association's committee on teachers' salaries.

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Dr. Arthur Dean holds to the belief that "There is a vast difference between going to school and getting an education." Education he believes is year by year progress that begins with life and ends with life—the "progressive" educational platform he outlines as practically dependent on seven planks, which may be condensed to bodily health, heredity, environment, and sanitation.

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Subjects taught in the day and evening high schools of New York City are: Carpentry and joinery, cabinet making, pattern making, blacksmithing, plumbing, machine shop work, printing and typesetting, mathematics, free-hand, architectural, and mechanical drawing, machine design, applied electricity, steam engineering, electric wiring, and installation, industrial chemistry, applied physics, advanced dressmaking, millinery, and domestic science. These special subjects are taught in the Murray Hill Evening Trade School: Card writing and sign painting, proof-reading, lithography, player-piano mechanics, typewriter mechanics, motion picture operating, furniture finishing.

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A new force is being brought to bear for home gardening and the general development of agriculture in the efforts of Leon G. Howell, the instructor in agriculture in the Springfield public schools. This work is conducted as a branch of the Vocational School, and various lines are pursued in advancing the common purpose sought by this new departure. The main feature is the establishing of a regular course in agriculture open to grammar school pupils of fourteen years and over. Each member of the agricultural classes works a small plot of land under advice from the instructor, who requires a daily report in respect to labor, income, expenses, and so forth. Thrift as well as knowledge of intensive gardening is sought to be instilled in the pupils, one of the essential features of the plan being to make the efforts self-sustaining.

The *Baltimore News* says this year's term was the most successful in the history of the city's vocational schools.

During July and August the 300 boys and girls who have taken the courses at Public Schools Nos. 1 and 9 have been trained in many useful studies. This was shown by the exhibition of their work, which included the making of tin coffee-pots, well-soldered; milk cans of various sizes, holders for hot utensils used in the kitchen, chairs of many patterns, desks, bookcases and other furniture, printing, millinery, petticoats, waists and skirts and many other useful articles.

Most prominent among the many pieces of work is a replica of the oldest schoolhouse in the city, which will be used as a float in the Star Spangled Banner Centennial parade. The model is taken from School No. 51, at Waverly, and is finished in every detail. Much of the printing of circulars and badges for the Centennial has been done by the boys, saving nearly \$6,000 for the city.

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Some of the most useful material in the field of vocational education has been furnished through consular advices. Bulletin 56, 1913; of the bureau of education, contained statements on industrial education by consuls at Erfurt, Nuremberg, Frankfurt and Cologne. The article by Ralph C. Busser, consul at Erfurt, on "The System of Industrial Schooling in Germany," is considered one of the best summaries of the subject ever published, and has proved particularly useful to American school authorities considering the establishment of systems of industrial education. The other articles in this bulletin are special reports on schools for builders, courses for "master craftsmen," the Trade Institute at Cologne, and schools for fruit growing.

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The establishment of a laundry school in connection with the vocational work of the Central school, Troy, N. Y., was advocated by Principal William C. Smith of that institution at the fifth annual convention of the New York State Laundrymen's association at Saratoga Springs, and the idea met with the enthusiastic approval of laundrymen connected with the state organization. Principal Smith points out that Troy is the natural location for an institution of this character, the object being to provide a practical course in laundry work for boys who intend

to follow that business, as this city is the center of the collar industry and therefore affords exceptional opportunities for the study of textiles and fabrics which will be required as the groundwork of the proposed course. The fact that the manufacture of laundry machinery is carried on extensively here is another advantage, and still another is that there is ample room at the Central school for all of the equipment required. The state has already offered to provide a portion of the expense for teachers.

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Nearly 15,000 children in the elementary schools of New York City are continuing their studies this summer in the vacation schools in order to earn promotion when the schools reopen next fall. The growth of these opportunity classes, as they are now designated has been remarkable.

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Two agricultural schools are to be established in Panama. J. Rene Piot, agronomical engineer of Paris, has been selected as director of one of the schools, which will be located near New Gorgona. The government is also contemplating the establishment of an agricultural experiment station.

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The Supreme Court of Indiana has upheld the constitutionality of the vocational school law of that State.

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The last Massachusetts legislature passed an act providing that any city, town or district may establish classes for the training of teachers for continuation of vocational schools.

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A health officer in every Kansas schoolroom is planned by the State board of health. The children in each room will elect their own health officer each week. It will be his duty to look after the heating, ventilation and general sanitation of the room.

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Dr. Alexander Meiklejohn, president of Amherst college, who delivered an address before the general session of the N. E. A., wishes to be placed right before the public regarding his views on vocational education. He has been misunderstood, he says, and several educators have accused him of being an

opponent of vocational education. "I am in favor of vocational education," he said. "We can't have too much of it."

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"Of the fifteen hundred persons who are members of the National Vocational Art and Industrial federation there is not one who has not developed or assisted in developing some industry," said Mrs. T. Vernetta Morse of Chicago, honorary president for life of the organization. "We have worked for fifteen years to learn the trades in the interest of child development on the fundamental principle that every child has a right to the best training of its individual power that public money can give it."

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Problems of efficiency in school curriculums together with a description of what he believes to be a solution of many of the perplexities that confront the modern teacher and school superintendent, were discussed by Professor L. E. Wolfe, of San Antonio, a delegate to the national educational conference of St. Paul. Professor Wolfe's paper was calculated to attract considerable attention. Professor Wolfe would have the boy and girl of to-day study actual life problems that are met with daily by the rising generation. He would do away to a great extent with the few-book system of study in schools and substitute therefor a many-book course that would bring the pupil into familiar contact with every-day affairs. The school, home, pulpit and press should unite, he asserts, in instilling a sentiment in the boy and girl that a saving and economical disposition is a thing of which to be proud, instead of encouraging extravagance and money-spending.

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What would amount to an addition of two full weeks to the school term next year is embodied in the report made to the New York Board of Education by the board of superintendents at its last meeting. It is that the school year extend over a total of 200 days. Labor Day occurs so late this fall that the schools will not reopen until September 14. Closing, as they do, on June 30, they will be in session only 190 days, allowing for holidays. If the school year is extended to 200 days, ten days or two full weeks of schooling will be added.

At a meeting of the New York Board of Education President Churchill designated the members of the special committee appointed to organize, supervise, and direct the vocational survey to be made in New York. Dr. Ira S. Wile was named as chairman, the other members being Commissioners Martin, Somers, Gillespie, and Mrs. Kramer. This gives the elementary schools and high schools committees two representatives each, while the committee on vocational schools is represented by one member.

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The action of the Elementary Schools Committee to the Board of Education of Philadelphia, in favor of the establishment of vocational work in twelve of the elementary schools of the city is one of the signs of the times. It is understood that these shops will be so distributed that nearly every boy in the seventh or eighth grade who desires it will have an opportunity for practical work, says the *Philadelphia Enquirer*. We already have a number of excellent manual training schools and others where handiwork is taught, and these, in addition to the shops that are proposed, will place Philadelphia well in the lead of the cities that are going in for vocational training. The proper education of children is one of the problems never fully solved. It is evident that thousands of pupils quit school without any adequate idea of their future or how they expect to earn a livelihood. If this new vocational work proves to be of any value to this large and growing class, its establishment will be a blessing indeed.

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The conclusion of the American Medical Association and the National Council of Education, based on an exhaustive study of the matter, is that city school children are 20 per cent. healthier than country school children. For example, curvature of the spine, due to school seats, is thirty-five times more prevalent in the country than in the city. Ear troubles are five times more prevalent in the country children than in city children. Where 5 per cent. of city school children have eye trouble 21 per cent. of country school children are similarly afflicted. Adenoids are three times as frequent in country children as in city children and enlarged tonsils four times as frequent.